

Virginia School Resource Officer Grants Programs

I. Introduction

This brief describes grants available from the Department of Criminal Justice Services that are intended to promote school safety by supporting school resource officer (SRO) programs in specified middle or high schools. *Please read this brief carefully and thoroughly.* Only localities that have satisfied the criteria listed in this brief shall be eligible for award of funds following a formal review.

II. Goal

Promotion of SRO programs falls within a central goal of DCJS grant programs, to establish or enhance multidisciplinary partnerships. The establishment or enhancement of partnerships aims to

- share knowledge and resources,
- educate citizens about the value of community-oriented justice, and
- address public safety concerns, especially the influence of drugs and juvenile violence.

Establishing new SRO programs or enhancing existing ones gives meaning and practice to the goals of community-oriented justice. *SRO grant applications submitted to DCJS must reflect this goal.* The nature of the SRO proposal, its goals and objectives, must constitute a community policing initiative to eliminate, reduce, or control juvenile crime.

III. Eligibility

1. Applicants must be local units of government. A police department, sheriff's office, or school division may direct or manage the program, but the grant application must be submitted by, and the funds awarded to a unit of local government. The application must be signed by the chief executive officer of the locality.
2. Applications must be based on the Virginia SRO Program Model that features the following components:
 - a. A community-oriented policing philosophy;
 - b. SROs who are certified, sworn law-enforcement officers employed by a lawfully established police department or sheriff's office;
 - c. SROs who have at least one year of certified law enforcement experience and **demonstrated** ability, interest, and skills necessary to work with youth, school personnel, and the public to solve problems;
 - d. SROs who act as primary law enforcement agents at the school and perform other multifaceted roles, including instructor of law-related education classes, criminal justice system liaison, role model, and crime prevention specialist (problem solving, mediation, personal safety. etc);

- e. SROs who will or have attended a 40-hour, DCJS sponsored Basic SRO School within the first four months of the grant cycle.
- 3. Applications must assign each SRO to a *specific, secondary school* (middle, high, or alternative school). Priority will be given to SROs assigned to high schools.
- 4. No grants will be awarded to schools who have previously received up to 4 years of funding.

IV. Restrictions

- 1. The period for grant awards as approved by the Criminal Justice Services Board is up to 12 months.
- 2. The maximum length of time that grant funds can be awarded to support a SRO program in a middle or high school is 48 months. Approval of one grant does not imply or guarantee awards of funds in subsequent years. Continuation of grant awards will be based on the availability of funds, the performance of past grants in meeting goals and objectives, the policies of the Criminal Justice Services Board, and the locality's compliance with all grant requirements and conditions.
- 3. In addition to a project's implementation, performance, and the availability of funds, an essential factor for continuation funding will require compliance with grant financial and program reporting requirements described in the award package. **No current recipient of funding through this grant program will be considered for continuation funding if, as of the continuation application due date, any of the required financial or program reports for the current grants are more than 30 days overdue.** For good cause, submitted in writing by the grant recipient, DCJS may waive this provision.
- 4. Grants shall only be awarded to localities which can provide an appropriate match in funds and which have established a current memorandum of understanding (MOU)) or collaborative agreement between the local law enforcement agency and the school system to place certified and sworn law-enforcement officers in middle or high schools. **New programs must submit the MOU no later than the end of the first quarter of the grant award period.**
 - a. All SROs shall be certified law-enforcement officers whose function is to promote safety and prevent crime and truancy in secondary schools. Officers are not eligible to conduct scheduled activities in the elementary schools.
 - b. Applicants must provide cash matching funds, **the amount of which shall be determined based on the composite index of the local ability to pay.** The composite index originates from the Department of Education and is used as their basis for funding. The legislation, which created the Virginia School Resource Officer Trust Fund, clearly states that the local match shall be based on the composite index. The percentages listed on the attached *Local Composite Index* sheet **must be multiplied by the total amount of funding you are requesting.**

5. No grants will be awarded for SRO programs in schools, which have previously received 4 years funding.

Funding Formula:

Total funds requested x Composite Index percentage = Your Local Cash Match

For example, if you are requesting \$50,000 in officer salary and benefits, and your Composite Index is .3533, the calculated match would be as follows:

$$\$50,000.00 \times .3533 = \$17,665.00$$

Your cash match would be \$17,665.00.

6. Matching funds must be cash. In-kind contributions cannot be used to provide the matching funds.
7. Grant funds shall not be used to supplant state or local funds that would otherwise be available for the same purposes.
8. Grant funds may only be used for salary and fringe benefits for the School Resource Officer. Fringe benefits shall not include firearms, ammunition, and associated paraphernalia; clothing and/or uniforms, radios, or cell telephones.
9. Localities receiving SRO grant awards shall develop a written order or policy that outlines the operation of the SRO program. Further, they shall develop a position description for the SRO. **The job description and a written order or policy must be submitted no later than the end of the first quarter of the grant award period.**
10. SROs funded through this grant program must be assigned to a specific secondary school. This school must be identified on the SRO Profile Sheet. Any changes or deviations from this profile sheet during the course of the grant cycle must be made in writing within 30 days of the change to **your grant coordinator at DCJS, 805 East Broad Street, Richmond, VA 23219.**

V. Application Procedures

All applications must include:

1. Grant Application Face Sheet, available at:
<http://www.dcjs.org/forms/grants/grantApp.rtf>
2. Budget Category Itemization, available at:
<http://www.dcjs.org/forms/grants/grantbudg.rtf>
3. A detailed budget, which features only salaries and fringe benefits and a budget narrative

must accompany the budget itemization form, which explains all fringe benefits and their itemized cost.

- a. Up to \$50,000 (including match) for **salary and benefits**. For example if the base salary is \$26,000 and fringe benefits total \$5000, then the maximum amount to be awarded by DCJS (including match) is \$31,000. Please note that the total allowable costs for this grant may not exceed \$50,000.
 - b. The budget sheet must show each position by title along with the name of the officer/deputy, if known. The amount requested for salaries should take into account the time needed to establish and fill the position(s) and the changing demands of personnel during the program. **Once a job description has been established for the program, include it with the first quarterly progress report**
4. A new proposal must include a narrative, describing the problem, consisting of the following components:

A statement of the problem or description of need to be addressed, not to exceed three pages, which should include but is not limited to:

 - (1) Community or school-specific crime data;
 - (2) A description of past or current experience with a SRO program;
 - (3) A description of the capacity of the law-enforcement agency to establish and operate a SRO program, including a description of any similar grants the locality has received; and
 - (4) A description of the local school and community infrastructure or administrative capacity to support a SRO program.
5. **Continuation grants must outline or describe the previous year's accomplishments. In lieu of the statement of the problem, applicants requesting funds to continue existing grants shall describe the accomplishments of the project during the current grant period.** In this section, include a discussion of any problems encountered during the current grant year, describe any changes in the types of problems the project will address, its implementation or the means by which it will be evaluated from those approved for the current year.
6. All applications must include goals, measurable objectives and an implementation plan.
 - a. Program goals are broad statements of purpose, e. g. "... to increase security and safety at Central High School."
 - b. Measurable objectives must be created for each goal.

An objective must state a **measurable outcome**. Proper objectives are narrowly defined and are exact in specifying the desired outcome. Example: "Over the course of the grant period, we will reduce the number of arrests

(suspensions, fights, court referrals, etc.) by at least 10% when compared to the previous year.” ***Refer to sample objectives and implementation plan attached. Failure to submit measurable objectives could result in denial of award.***

- c. An implementation plan must be submitted.
An implementation plan lists activities and dates of specific milestones to accomplish the objectives of the program.
 - d. A profile sheet on the SRO and the secondary school to which SRO will be assigned must be submitted. (profile form attached)
7. Continuation grantees must include an updated memorandum of understanding (MOU) or cooperative/collaborative agreement between the local school authority and the local law-enforcement agency with the following components:
- a. A description of the chain of command for the SRO;
 - b. Definitions of the roles and responsibilities of both school officials and law-enforcement officers;
 - c. Communication between the SRO and the school, the SRO and the parent law-enforcement agency, and the school and the law-enforcement agency;
 - d. The schedule for reviewing and renewing the agreement;
 - e. Signatures of authorized officials representing all parties to the agreement; and
 - f. The effective date of the MOU.
8. New programs will be required to submit an MOU within the first quarter of the grant.
9. Applicants requesting funding must submit one original signed completed grant application with **three** copies. **All applications for funding must be received no later than 4:30 p.m. April 7, 2004.** *Faxed applications will not be accepted.*

VI. Where to Submit

Submit the completed grant request to: Department of Criminal Justice Services
Grants Administration Section
805 East Broad Street
Richmond, Virginia 23219

Grant Application Checklist

To be considered for a grant award, all submissions must include the following or meet the following criteria:

Eligibility

- ___ Applicant is a local unit of government.
- ___ Grant must exhibit a community-oriented policing philosophy.
- ___ The grant-funded SRO must be a certified, sworn law-enforcement officer whose function is to promote safety and prevent crime and truancy in the schools.
- ___ The SRO must have at least one year of community experience.
- ___ The SRO performs multifaceted roles: to maintain order on campus; be an educator; be a liaison between the school and the criminal justice system; be a role model; and be a resource for problem solving, mediation, and personal safety.
- ___ Application indicates that the SRO will be assigned to **one** secondary school (or two if the schools are in close proximity to one another). Officers are not eligible to conduct scheduled activities in elementary schools.
- ___ The locality must supply matching cash funds for the grant using the Composite Index of Local Ability to Pay (see attachment).
- ___ Awards may not exceed 4 years funding for any given middle or high school. Elementary schools are not eligible for funding. Do not submit an application if your school has already received 48 months of funding from DCJS.

Goal

- ___ Grant application establishes or enhances a multidisciplinary partnership through the SRO program.
- ___ Grant application purports to eliminate, reduce, or control juvenile crime and promote safety and good order in the school.

Application

Applications must include:

- ___ Grant Application Face Sheet
- ___ Budget Category Itemization and Budget Narrative
- ___ Continuation grantees must submit a current, updated memorandum of understanding or

cooperative/collaborative agreement between the local school authority and the local law-enforcement agency with the following components:

- ___ A description of the chain of command for the SRO.
- ___ Definitions of the roles and responsibilities of both school officials and law-enforcement officers.
- ___ Communication between the SRO and the school, the SRO and the parent law-enforcement agency, and the school and the law-enforcement agency.
- ___ The schedule for reviewing and updating the agreement.
- ___ Signatures of authorized officials representing all parties to the agreement.
- ___ The effective date of the agreement.

New applications must submit a narrative featuring a statement or description of need or of the problem to be addressed, not to exceed three pages, which should include but is not limited to:

- ___ Relevant objective data on crime and disorder in the school community;
- ___ A description of past or current experience with a SRO program;
- ___ A description of the capacity of the law-enforcement agency to establish and operate an SRO program, including a description of any similar grants the locality has received; and
- ___ A description of the local school and community infrastructure or administrative capacity to support a SRO program.

- ___ **Continuation grantees must submit a list of accomplishments for the current year, in lieu of a narrative.**

All applications must include the following:

- ___ Program goal.
- ___ Specific, measurable objectives for each goal.
- ___ An implementation plan.
- ___ SRO job description and written order or policy will be required from all grantees upon award.
- ___ A SRO profile sheet

- ___ A detailed itemized budget that features **only** salaries and benefits.
- ___ A detailed budget narrative which justifies and explains the reason for each budget item.
- ___ One original signed complete grant request with **three** copies.

Attachments: SRO profile sheet
Sample objectives and activities
Composite Index Sheet

SRO Grant Profile Sheet

Police Department or Sheriff's Office: _____

Address: _____

Telephone: _____ **FAX No:** _____

SRO Supervisor: _____ **Tel. No:** _____

Grant Administrator: _____ **Tel. No:** _____

School Resource Officer to Be Assigned (If known)

SRO Name: _____

Tel. No: _____

Fax No: _____

Email: _____

Years of Law Enforcement Experience: _____

Assigned School

School 1: Name: _____

Address: _____

Telephone: _____ **FAX:** _____

Grade Levels: _____ **Approximate Enrollment:** _____

Grade Levels: _____ **Approximate Enrollment:** _____

SAMPLE SRO OBJECTIVES ANDIMPLEMENTATION PLAN

The following is a list of objectives that may provide guidance in the development of your School Resource Officer program and grant application. These objectives and activities are ideas to assist you in developing your local program. Do not copy these examples verbatim. Should these examples furnish good objective or activity for your program, at a minimum you MUST change the numbers, percentage, demographics, and course topics, to reflect the local situation.

OBJECTIVE

Develop and implement a written plan of action outlining the SRO's methods for increasing school safety and meet with the principal at least weekly regarding the implementation of this plan. *(This plan may be the same as the goals and objectives developed for your grant, it can be revised objectives or it might even be an additional plan)*

Implementation Plan (activities)

- Attend SRO training classes such as those hosted by the Virginia Center for School Safety.
- Meet with the principal to concur about the goals, objectives, and activities of the SRO program.
- Document-the agreed upon goals and objectives of the SRO program.
- Meet with the principal, or her designee, on a weekly basis to review progress toward school safety.
- Suggest two exercises that will occur during the school year: one evacuation exercise and one lock-down exercise to familiarize staff and students with the operational procedures of the crisis management plan.
- Review the school safety audit, identify areas of concern, and submit the recommendations for improvements in writing to the safety committee and principal.
- Volunteer to participate on the school safety audit team.

OBJECTIVE

Reduce the number of reported criminal offenses committed by students in the 2002-2003 school year by 15% when compared to the 40 reported criminal offenses during the previous school year. *(The numbers and percentages are only examples of the baseline data that should be provided in your proposal. Insert local figures.)*

Implementation plan (activities)

- Provide instruction to educate students on inappropriate behavior so that they are aware of criminal code sanctions and the repercussions of their behavior.
- Attend quarterly PTA meetings, inform parents of the SRO's goals, and advise them of community resources that would be beneficial for parents with at-risk youth.
- Track the number of criminal offenses and offenders committing crimes on school property during each school year.
- Identify the most frequently occurring offenses and work with other resource persons (teachers, staff, truant officers, youth program directors, etc.) to develop strategies to curtail them.
- Maintain a monthly log outlining criminal behavior and intervention strategies taken to reduce it so as to identify the most effective intervention techniques for individual students.
- Announce and conduct quarterly random drug searches with detection dogs. Search schedules will alternate between the parking lot and inside the school.

OBJECTIVE

Identify students who have committed multiple crimes in the school during the previous school year (2001-2002) and reduce the number of reported offenses by half (or 50%) when comparing the current year with the previous year's offenses. The number of reported offenses for the 2001-2001 school year is _____. ***(The numbers and percentages are only examples of the baseline data that should be provided in your proposal. Insert local figures.)***

Implementation Plan (activities)

- Review crimes committed during the previous year and identify students who are "at risk" for committing multiple crimes.
- Identify community and agency resources available to assist students and parents to modify or eliminate behavioral problems.
- Meet with parents individually, inform them of the SRO's goals, and advise them of community resources that would be beneficial for parents with at-risk youth.
- Develop and facilitate a support group for parents with at-risk youth and meet with them monthly.
- Develop a youth Crime Solvers anonymous telephone reporting program and a telephone line where students can report a crime.
- Maintain regular formal contact with at-risk students, and meet with them ***in an office setting*** to discuss their progress and concerns.

OBJECTIVE

Identify 10 students who exhibit disruptive behavior and through intensive SRO supervision, reduce the number of their reported disruptions by 10% during the 2002-2003 school year. ***(The numbers and percentages are only examples. Insert local figures.)***

Implementation Plan (activities)

- Identify and coordinate community and agency resources to assist students and parents to reduce or eliminate students' problems or negative behavior.
- Refer students and parents to community and agency resources that will assist students in resolving their conflicts.
- Develop after-school anger management classes by using video programs and obtaining speakers skilled in counseling and anger management.
- Participate in after-school activities such as sports, and act as a mentor to youth.
- Guide students toward healthy activities such as participation in community recreation departments, boys and girls clubs, and after-school sports.
- Develop programs and alternative sources of information for students by using Virginia Center for School Safety's videos on bullying, anger management, and other topics.

OBJECTIVE

Increase by 25% the number of students who feel safe from the threat of bullying when comparing the results of surveys taken in the fall of 2002 to surveys conducted at the end of the 2003 school year. ***(The numbers and percentages are only examples. Insert local figures.)***

Implementation Plan (activities)

- Conduct an initial survey at the beginning of the school year and analyze the results to identify areas where students feel unsafe
- Discuss the results of the survey during a meeting with administrators and teachers and facilitate a discussion to identify three new methods to improve the school environment.
- Conduct a survey at the end of the school year to determine the effectiveness of anti-bullying strategies.
- Organize a meeting between school administrator, affected parents and students to

develop a “No Contact Contract” where two antagonistic students agree, in writing, to stay away from each other.

OBJECTIVE

Reduce the number of suspensions for fighting, simple assaults, and threats by 30% when compared to 52 suspensions, which occurred during the 2001/2002 school year. (*The numbers and percentages are only examples. Insert local figures.*)

Implementation Plan (activities)

- Identify students being suspended.
- Develop a database of the types of offenses and determine the most frequent causes of suspension.
- Sit in on the reinstatement meeting between school and parents following a suspension.
- Develop an in-school detention program that will assist in resolving the issues relating to suspension-such as anger management, improving self-esteem, and behavior modification.
- Identify community resources such as agencies, organizations, or faith groups that may conduct workshops to help students resolve conflict or modify their behavioral problems.
- Meet with parents, inform them of the SRO’s goals, and advise them of community resources that would be beneficial for parents with at-risk youth.
- Develop and facilitate a support group for parents of at-risk youth and meet with them monthly.

OBJECTIVE

Reduce truanancies by 50% during the 2002/2003 school year in comparison with the previous year. (*The numbers and percentages are only examples. Insert local figures and include the number of truanancies during the 2001-2002 school year as a base measure.*)

Implementation Plan (activities)

- Make at-home visits to students who are repeatedly absent.
- Refer students to appropriate school personnel, agencies, or other help groups.
- During peak truancy periods, set up a checkpoint at the exit of the school parking lot and check excuse slips.
- Participate in after-school activities such as sports, and act as a mentor to at risk youth.
- Refer students to school and community resources that can counsel students and their families.

OBJECTIVE

Increase by 255 the number of students and staff who have personal contact with a SRO during the 2001-2003 school year as measured by annual surveys. (Indicate local figures for last year, *the numbers and percentages are only examples.*)

Implementation Plan (activities)

- During the first week of school, provide one orientation/training to faculty and staff to educate the administrative body about the role and responsibilities of the SRO in the school-setting.
- Attend monthly faculty meetings to determine staff concerns and provide a presentation with current information concerning school safety.
- Develop and conduct an educational program for students and parents on the SRO and the role of law enforcement in schools.
- Participate in students’ after-school activities such as sports, and act as a mentor to at-risk

- youth.
- Guide students toward healthy activities such as participation in community recreation department, boys and girls clubs and after-school sports, and actively participate in the activities with students.
- Sit in on reinstatement meetings between school and parents following a suspension.
- Develop and conduct quarterly in-service classes for teachers and staff in each of the following topics:
 1. The role and responsibility of the SRO
 2. Drug identification
 3. Identifying at-risk youth
 4. Virginia law, focusing on issues commonly associated with juveniles.

OBJECTIVE

Increase by 50 % the number of students and staff members reporting, through survey, that the learning environment is “very safe”. Pre- and post surveys will be administered to measure the increase number of students feeling very safe. (*The numbers and percentages are only examples. Insert local figures.*)

Implementation Plan (activities)

- During the first week of school, provide one orientation/training to faculty and staff to educate the administrative body about the role and responsibilities of the SRO in the school setting.
- Attend monthly faculty meetings to determine their concerns and provide current information concerning school safety.
- Develop and conduct an educational program for students and parents on the SRO and the role of law enforcement in schools.
- Meet with parents individually, inform them of the SRO’s goals, and advise them of community resources that would be beneficial for parents with at-risk youth.
- Develop a web page, e-mail service, or “tip box” where students can anonymously communicate with the SRO to report crimes and safety concerns.
- Attend quarterly PTA meetings and speak with parents informing them of the SRO’s role and responsibilities and discuss community resources that would provide assistance to parents struggling with their children’s problems.
- Review the school safety audit, make written recommendations for improvements, and submit them to the school safety committee and principal.
- Develop a school safety advisory counsel composed of students, teachers, parents, and staff to make safety recommendations to the school administration. Indicate if the SRO will coordinate the advisory council.
- Develop two mock scenarios to improve the effectiveness of the critical incident plan, and conduct the scenarios for teachers after school.

Note to grant writers:

The purpose of the last two objectives is to provide law-related instruction. However each objective provides alternative options for measuring instruction. In the first objective, the SRO attempts to increase students’ knowledge by 40% and the level of increased knowledge will be measured by pre- and post-testing. The last objective measures the number of students that received instruction by the SRO. In this objective, the measurement is the number of students taught by the SRO. Either objective is acceptable for this proposal, however some SRO’s might prefer one approach to the other.

OBJECTIVE

Increase student knowledge of law related matters and responsible driving by 40% by providing classroom instruction to students in the high school. Increased student knowledge will be measured by administering a test before class instructions and at the end of class instruction. ***(The numbers, percentages and grade levels are only examples. Insert local figures.)***

Implementation Plan (activities)

- Identify subjects and topics to be taught.
- Obtain approval and coordinate the times of classes with teachers.
- Prepare curriculum, materials, and tests.
- Score and compare the pre- and post-test scores.
- Evaluate the effectiveness of the class and subject content.

OBJECTIVE

Increase one-hundred and fifty (150) students' knowledge of Virginia law, focusing on topics that are more commonly associated with juveniles. At least ten hours of instruction will be provided to the 6th, 7th, and 8th grade students. ***(The numbers, percentages, and grades are only examples. Insert local figures.)***

Implementation Plan (activities)

- Identify subjects and topics to be taught.
- Obtain approval and coordinate the times of classes with teachers.
- Prepare curriculum, materials, and tests.
- Evaluate the effectiveness of the class and subject content.
- Document the number of students and classes by taking role.

2004-2006 COMPOSITE INDEX OF LOCAL ABILITY-TO-PAY						
Source: Virginia Department of Education						
School Division		2004-2006 Composite Index				
001	ACCOMACK	.2884				
002	ALBEMARLE	.6054				
003	ALLEGHANY	.2683				
004	AMELIA	.3516				
005	AMHERST	.2940				
006	APPOMATTOX	.2797				
007	ARLINGTON	.8000				
008	AUGUSTA	.3434				
009	BATH	.8000				
010	BEDFORD COUNTY	.3714				
011	BLAND	.2827				
012	BOTETOURT	.4061				
013	BRUNSWICK	.2568				
014	BUCHANAN	.2788				
015	BUCKINGHAM	.2527				
016	CAMPBELL	.2768				
017	CAROLINE	.3109				
018	CARROLL	.3001				
019	CHARLES CITY	.4199				
020	CHARLOTTE	.2331				
021	CHESTERFIELD	.3785				
022	CLARKE	.5546				
023	CRAIG	.3356				
024	CULPEPER	.3919				
025	CUMBERLAND	.2943				
026	DICKENSON	.2492				
027	DINWIDDIE	.2844				
028	ESSEX	.4175				
029	FAIRFAX COUNTY	.7489				
030	FAUQUIER	.6193				
031	FLOYD	.3251				
032	FLUVANNA	.3595				
033	FRANKLIN COUNTY	.3882				
034	FREDERICK	.3794				
035	GILES	.2946				
036	GLOUCESTER	.3132				
037	GOOCHLAND	.8000				
038	GRAYSON	.2932				
039	GREENE	.3241				
040	GREENSVILLE	.2203				

041	HALIFAX	.2380				
042	HANOVER	.4539				
043	HENRICO	.4834				
044	HENRY	.2717				
045	HIGHLAND	.6274				
046	ISLE OF WIGHT	.3695				
047	JAMES CITY	.5988				
048	KING GEORGE	.3700				
049	KING AND QUEEN	.3376				
050	KING WILLIAM	.3482				
051	LANCASTER	.6498				
052	LEE	.1845				
053	LOUDOUN	.7220				
054	LOUISA	.5591				
055	LUNENBURG	.2626				
056	MADISON	.4194				
057	MATHEWS	.4474				
058	MECKLENBURG	.3093				
059	MIDDLESEX	.5522				
060	MONTGOMERY	.3877				
062	NELSON	.4664				
063	NEW KENT	.4177				
065	NORTHAMPTON	.3555				
066	NORTHUMBERLAND	.5955				
067	NOTTOWAY	.2431				
068	ORANGE	.4127				
069	PAGE	.3049				
070	PATRICK	.2859				
071	PITTSYLVANIA	.2694				
072	POWHATAN	.3787				
073	PRINCE EDWARD	.2906				
074	PRINCE GEORGE	.2507				
075	PRINCE WILLIAM	.4086				
077	PULASKI	.3074				
078	RAPPAHANNOCK	.6905				
079	RICHMOND COUNTY	.3421				
080	ROANOKE COUNTY	.3926				
081	ROCKBRIDGE	.4516				
082	ROCKINGHAM	.3526				
083	RUSSELL	.2496				
084	SCOTT	.2115				
085	SHENANDOAH	.3678				
086	SMYTH	.2355				
087	SOUTHAMPTON	.2802				
088	SPOTSYLVANIA	.3573				
089	STAFFORD	.3274				
090	SURRY	.8000				
091	SUSSEX	.2961				
092	TAZEWELL	.2626				
093	WARREN	.3704				
094	WASHINGTON	.3489				

095	WESTMORELAND	.3801				
096	WISE	.2062				
097	WYTHE	.3017				
098	YORK	.3548				
101	ALEXANDRIA	.8000				
102	BRISTOL	.3496				
103	BUENA VISTA	.2322				
104	CHARLOTTESVILLE	.6111				
106	COLONIAL HEIGHTS	.4721				
107	COVINGTON	.3221				
108	DANVILLE	.2741				
109	FALLS CHURCH	.8000				
110	FREDERICKSBURG	.7005				
111	GALAX	.3239				
112	HAMPTON	.2521				
113	HARRISONBURG	.4804				
114	HOPEWELL	.2343				
115	LYNCHBURG	.3830				
116	MARTINSVILLE	.2678				
117	NEWPORT NEWS	.2598				
118	NORFOLK	.2632				
119	NORTON	.3411				
120	PETERSBURG	.2197				
121	PORTSMOUTH	.2100				
122	RADFORD	.3019				
123	RICHMOND CITY	.4265				
124	ROANOKE CITY	.3765				
126	STAUNTON	.3983				
127	SUFFOLK	.3012				
128	VIRGINIA BEACH	.3353				
130	WAYNESBORO	.3349				
131	WILLIAMSBURG	.8000				
132	WINCHESTER	.5473				
134	FAIRFAX CITY	.8000				
135	FRANKLIN CITY	.3033				
136	CHESAPEAKE	.3215				
137	LEXINGTON	.4380				
138	EMPORIA	.2931				
139	SALEM	.3905				
140	BEDFORD CITY	.3125				
142	POQUOSON	.3313				
143	MANASSAS	.4254				
144	MANASSAS PARK	.3661				
202	COLONIAL BEACH	.2696				
207	WEST POINT	.2622				
For those localities in which three percent or more of the total adjusted gross income (AGI) is derived from individuals who are not residents of Virginia, the composite index value shown above excludes non-resident AGI from the composite index calculation.						
The actual composite index to be used for Halifax Co. in the 2004-2006 biennium is .2380 pursuant to the appropriation act and Section 15.1302, Code of Virginia.						

